



## **Mark scheme**

January 2020

Pearson Edexcel International  
Advanced Level in History  
(WHI03/1D)

Paper 3: Thematic Study with  
Source Evaluation

Option 1D: Civil Rights and Race  
Relations in the USA, 1865–1909

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## General Marking Guidance

- All candidates must receive the same treatment. Examiners must mark the first candidate in exactly the same way as they mark the last.
- Mark schemes should be applied positively. Candidates must be rewarded for what they have shown they can do rather than penalised for omissions.
- Examiners should mark according to the mark scheme not according to their perception of where the grade boundaries may lie.
- There is no ceiling on achievement. All marks on the mark scheme should be used appropriately.
- All the marks on the mark scheme are designed to be awarded. Examiners should always award full marks if deserved, i.e. if the answer matches the mark scheme. Examiners should also be prepared to award zero marks if the candidate's response is not worthy of credit according to the mark scheme.
- Where some judgement is required, mark schemes will provide the principles by which marks will be awarded and exemplification may be limited.
- When examiners are in doubt regarding the application of the mark scheme to a candidate's response, the team leader must be consulted.
- Crossed out work should be marked UNLESS the candidate has replaced it with an alternative response.

## How to award marks

### Finding the right level

The first stage is to decide which level the answer should be placed in. To do this, use a 'best-fit' approach, deciding which level most closely describes the quality of the answer. Answers can display characteristics from more than one level, and where this happens markers must use their professional judgement to decide which level is most appropriate.

### Placing a mark within a level

After a level has been decided on, the next stage is to decide on the mark within the level. The instructions below tell you how to reward responses within a level. However, where a level has specific guidance about how to place an answer within a level, always follow that guidance.

Markers should be prepared to use the full range of marks available in a level and not restrict marks to the middle. Markers should start at the middle of the level (or the upper-middle mark if there is an even number of marks) and then move the mark up or down to find the best mark. To do this, they should take into account how far the answer meets the requirements of the level:

- If it meets the requirements *fully*, markers should be prepared to award full marks within the level. The top mark in the level is used for answers that are as good as can realistically be expected within that level.
- If it only *barely* meets the requirements of the level, markers should consider awarding marks at the bottom of the level. The bottom mark in the level is used for answers that are the weakest that can be expected within that level.
- The middle marks of the level are used for answers that have a *reasonable* match to the descriptor. This might represent a balance between some characteristics of the level that are fully met and others that are only barely met.

## Generic Level Descriptors for Paper 3

### Section A

**Target: AO2 (25 marks):** Analyse and evaluate appropriate source material, primary and/or contemporary to the period, within its historical context.

Level	Mark	Descriptor
	<b>0</b>	No rewardable material.
<b>1</b>	<b>1–4</b>	<ul style="list-style-type: none"><li>• Demonstrates surface level comprehension of the source material without analysis, selecting some material relevant to the question, but in the form of direct quotations or paraphrases.</li><li>• Some relevant contextual knowledge is included, but presented as information rather than applied to the source material.</li><li>• Evaluation of the source material is assertive with little or no supporting evidence. Concepts of reliability or utility may be addressed, but by making stereotypical judgements.</li></ul>
<b>2</b>	<b>5–8</b>	<ul style="list-style-type: none"><li>• Demonstrates some understanding of the source material and attempts analysis by selecting and summarising information and making inferences relevant to the question.</li><li>• Contextual knowledge is added to information from the source material, but mainly to expand, confirm or challenge matters of detail.</li><li>• Evaluation of the source material is related to the specified enquiry but with limited support for judgement. Concepts of reliability or utility are addressed mainly by noting aspects of source provenance and some judgements may be based on questionable assumptions.</li></ul>
<b>3</b>	<b>9–14</b>	<ul style="list-style-type: none"><li>• Demonstrates understanding of the source material and shows some analysis by selecting key points relevant to the question, explaining their meaning and selecting material to support valid developed inferences.</li><li>• Detailed knowledge of the historical context is deployed to explain or support inferences as well as to expand, confirm or challenge matters of detail.</li><li>• Evaluation of the source material is related to the specified enquiry and explanation of utility takes into account relevant considerations such as nature or purpose of the source material or the position of the author. Judgements are based on valid criteria with some justification.</li></ul>
<b>4</b>	<b>15–20</b>	<ul style="list-style-type: none"><li>• Analyses the source material, interrogating the evidence to make reasoned inferences and to show a range of ways the material can be used, for example by distinguishing between information and claim or opinion, although treatment of the two sources may be uneven.</li><li>• Deploys well-selected knowledge of the historical context, but mainly to illuminate or discuss the limitations of what can be gained from the content of the source material. Displays some understanding of the need to interpret source material in the context of the values and concerns of the society from which it is drawn.</li><li>• Evaluation of the source material uses valid criteria which are justified and applied, although some of the evaluation may not be fully substantiated. Evaluation takes into account the weight the evidence will bear as part of coming to a judgement.</li></ul>

Level	Mark	Descriptor
5	21–25	<ul style="list-style-type: none"> <li>• Interrogates the evidence of both sources with confidence and discrimination, making reasoned inferences and showing a range of ways the material can be used, for example by distinguishing between information and claim or opinion.</li> <li>• Deploys knowledge of the historical context with precision to illuminate and discuss the limitations of what can be gained from the content of the source material, displaying secure understanding of the need to interpret source material in the context of the values and concerns of the society from which it is drawn.</li> <li>• Evaluation of the source material uses valid criteria which are justified and fully applied. Evaluation takes into account the weight the evidence will bear as part of coming to a judgement and, where appropriate, distinguishes between the degree of certainty with which aspects of it can be used as the basis for claims.</li> </ul>

## Section B

**Target: AO1 (25 marks):** Demonstrate, organise and communicate knowledge and understanding to analyse and evaluate the key features related to the periods studied, making substantiated judgements and exploring concepts, as relevant, of cause, consequence, change, continuity, similarity, difference and significance.

Level	Mark	Descriptor
	<b>0</b>	No rewardable material.
<b>1</b>	<b>1–4</b>	<ul style="list-style-type: none"><li>• Simple or generalised statements are made about the topic.</li><li>• Some accurate and relevant knowledge is included, but it lacks range and depth and does not directly address the question.</li><li>• The overall judgement is missing or asserted.</li><li>• There is little, if any, evidence of attempts to structure the answer, and the answer overall lacks coherence and precision.</li></ul>
<b>2</b>	<b>5–8</b>	<ul style="list-style-type: none"><li>• There is some analysis of some key features of the period relevant to the question, but descriptive passages are included that are not clearly shown to relate to the focus of the question.</li><li>• Mostly accurate and relevant knowledge is included, but lacks range or depth and has only implicit links to the demands and conceptual focus of the question.</li><li>• An overall judgement is given but with limited support and the criteria for judgement are left implicit.</li><li>• The answer shows some attempts at organisation, but most of the answer is lacking in coherence, clarity and precision.</li></ul>
<b>3</b>	<b>9–14</b>	<ul style="list-style-type: none"><li>• There is some analysis of, and attempt to explain links between, the relevant key features of the period and the question, although some mainly descriptive passages may be included.</li><li>• Mostly accurate and relevant knowledge is included to demonstrate some understanding of the demands and conceptual focus of the question, but material lacks range or depth.</li><li>• Attempts are made to establish criteria for judgement and to relate the overall judgement to them, although with weak substantiation.</li><li>• The answer shows some organisation. The general trend of the argument is clear, but parts of it lack logic, coherence or precision.</li></ul>
<b>4</b>	<b>15–20</b>	<ul style="list-style-type: none"><li>• Key issues relevant to the question are explored by an analysis of the relationships between key features of the period.</li><li>• Sufficient knowledge is deployed to demonstrate understanding of the demands and conceptual focus of the question and to meet most of its demands.</li><li>• Valid criteria by which the question can be judged are established and applied in the process of coming to a judgement. Although some of the evaluations may be only partly substantiated, the overall judgement is supported.</li><li>• The answer is generally well organised. The argument is logical and is communicated with clarity, although in a few places it may lack coherence or precision.</li></ul>

<b>Level</b>	<b>Mark</b>	<b>Descriptor</b>
<b>5</b>	<b>21–25</b>	<ul style="list-style-type: none"><li>• Key issues relevant to the question are explored by a sustained analysis and discussion of the relationships between key features of the period.</li><li>• Sufficient knowledge is precisely selected and deployed to demonstrate understanding of the demands and conceptual focus of the question, and to respond fully to its demands.</li><li>• Valid criteria by which the question can be judged are established and applied and their relative significance evaluated in the process of reaching and substantiating the overall judgement.</li><li>• The answer is well organised. The argument is logical and coherent throughout and is communicated with clarity and precision.</li></ul>

## Section A: Indicative content

### Option 1D: Civil Rights and Race Relations in the USA, 1865–2009

Question	Indicative content
<b>1</b>	<p>Answers will be credited according to their deployment of material in relation to the qualities outlined in the generic mark scheme.</p> <p>The indicative content below is not prescriptive and candidates are not required to include all the material which is indicated as relevant. Other relevant material not suggested below must also be credited.</p> <p>Candidates must analyse and evaluate the sources to investigate why Barack Obama was successful in gaining the Democratic nomination for the presidency in 2008.</p> <p><b>Source 1</b></p> <p>1.The following points could be made about the origin and nature of the source and applied when evaluating the use of selected information and inferences:</p> <ul style="list-style-type: none"><li>• Fox News is reporting from the initial stages of the nomination campaign and could only be speculating on the effects of the qualities Obama was displaying</li><li>• In spite of coming from a conservative-leaning news organisation, the tone of the article is broadly positive about Obama</li><li>• The language of the article suggests it is based on first-hand evidence from the speech.</li></ul> <p>2. The evidence could be assessed here in terms of giving weight to the following points of information and inferences about why Barack Obama was successful in gaining the Democratic nomination for the presidency in 2008.</p> <ul style="list-style-type: none"><li>• It indicates that Obama positioned himself as the candidate untainted by the machinations of Washington politics</li><li>• It implies that although Obama’s task is a difficult one, he has the self-belief to tackle it (‘Democratic hopefuls, dominated by front-runner Hillary Clinton’ ‘Obama sought to distinguish himself from her’)</li><li>• It claims that Obama is positioning himself as the voice of the younger generation (‘portraying himself as a fresh face capable of leading a new generation.’).</li></ul> <p>3. Knowledge of historical context should be deployed to support and develop inferences and to confirm the accuracy/usefulness of information or to note limitations or to challenge aspects of content. Relevant points may include:</p> <ul style="list-style-type: none"><li>• Obama was an inexperienced senator having only been in the Senate for three years</li><li>• Obama was nationally known having achieved fame through giving the keynote speech at the Democratic Party convention in July 2004</li><li>• A significant number of opinion polls gave Hillary Clinton a substantial lead over Obama.</li></ul> <p><b>Source 2</b></p> <p>1.The following points could be made about the origin and nature of the source and applied when evaluating the use of selected information and inferences:</p> <ul style="list-style-type: none"><li>• As an experienced and senior journalist Harnden would have followed and</li></ul>



Question	Indicative content
	<p>reported on the nomination campaign</p> <ul style="list-style-type: none"> <li>• Coming from a British newspaper the article might be expected to take a more dispassionate perspective</li> <li>• Being a newspaper article, and therefore having to work to a tight deadline, might not allow time for real reflection on the reasons for Obama's success.</li> </ul> <p>2. The evidence could be assessed here in terms of giving weight to the following points of information and inferences about why Barack Obama was successful in gaining the Democratic nomination for the presidency in 2008.</p> <ul style="list-style-type: none"> <li>• It indicates that Hillary Clinton's numerous miscalculations boosted Obama's appeal</li> <li>• It implies that Obama's tactics caught the Clinton campaign by surprise ('Almost unnoticed in the Clinton campaign')</li> <li>• It claims that Obama was a consummate political organiser and communicator ('was building a formidable grassroots organisation across the country' 'remarkable ability to connect').</li> </ul> <p>3. Knowledge of historical context should be deployed to support and develop inferences and to confirm the accuracy/usefulness of information or to note limitations or to challenge aspects of content. Relevant points may include:</p> <ul style="list-style-type: none"> <li>• Hillary Clinton was tainted in many voters' eyes by her association with her husband, former president Bill Clinton</li> <li>• Obama's victory in the first caucus election in Iowa in January 2008 energised and gave momentum to his campaign</li> <li>• Obama successfully used social media to both fundraise and organise. Using the internet, Obama raised \$6.9 million compared to only \$4.2 million for the Clinton campaign.</li> </ul> <p><b>Sources 1 and 2</b></p> <p>The following points could be made about the sources in combination:</p> <ul style="list-style-type: none"> <li>• Both sources indicate Obama's successful use of social media and digital technology in his campaigning</li> <li>• Source 2 is fulsome in its praise for Obama. Source 1 is more measured in tone</li> <li>• Source 1 comes from the start of Obama's campaign to gain the nomination and is speculative, whereas Source 2 has the advantage of being able to reflect, with hindsight, on his success.</li> </ul>

## Section B: Indicative content

### Option 1D: Civil Rights and Race Relations in the USA, 1865–2009

Question	Indicative content
2	<p>Answers will be credited according to their deployment of material in relation to the qualities outlined in the generic mark scheme. The indicative content below is not prescriptive and candidates are not required to include all the material which is indicated as relevant.</p> <p>Candidates are expected to reach a judgement on the statement that the impact of Andrew Johnson’s presidency on the lives of black Americans, in the years 1865–69, was greater than the impact of Lyndon Johnson’s presidency on the lives of black Americans in the years 1964–68.</p> <p>Arguments and evidence supporting the statement should be analysed and evaluated. Relevant points may include:</p> <ul style="list-style-type: none"><li>• Lives of black Americans were severely hindered by Andrew Johnson allowing former confederates to take up high political office in southern states and tolerating them not ratifying the Thirteenth Amendment</li><li>• Andrew Johnson’s presidency had a detrimental effect on black Americans as he failed to prevent the introduction of ‘Black Codes’ in many southern states, which was likened to a reintroduction of slavery</li><li>• Andrew Johnson had a great impact on the lives of black Americans as he used his veto to obstruct bills designed to help them, such as the extension to the Freedmen’s Bureau and the first Civil Rights Act 1866</li><li>• Andrew Johnson’s commitment to obstructing civil rights was harmful as it was partly responsible for emboldening southern Democrats to continue their opposition to the rights of black Americans.</li></ul> <p>Arguments and evidence opposing the statement should be analysed and evaluated. Relevant points may include:</p> <ul style="list-style-type: none"><li>• Lyndon Johnson significantly increased the legal rights of black Americans by persuading Congress to pass the Civil Rights Act (1964), which brought an end to legal segregation</li><li>• Lyndon Johnson’s signed the Voting Rights Act into law, which, amongst other things, outlawed literacy tests. Andrew Johnson had largely ignored this issue and tolerated black codes</li><li>• Lyndon Johnson’s Fair Housing Act led to significant improvements in the lives of black Americans as it outlawed discrimination on the basis of colour or race in the rent or sale of houses</li><li>• Lyndon Johnson made the symbolically important appointment of the first black American to the US Supreme Court. Andrew Johnson was prevented from making any Supreme Court appointments</li><li>• Lyndon Johnson’s education reforms such as the Elementary and Secondary Education Act (1965) aimed to, and did, improve black access to education.</li></ul> <p>Other relevant material must be credited.</p>

Question	Indicative content
3	<p>Answers will be credited according to their deployment of material in relation to the qualities outlined in the generic mark scheme. The indicative content below is not prescriptive and candidates are not required to include all the material which is indicated as relevant.</p> <p>Candidates are expected to reach a judgement on the statement that the roles played by civil rights campaigners were always of lesser importance than other factors in bringing about change for black Americans in the years 1883–1968.</p> <p>Arguments and evidence supporting the statement should be analysed and evaluated. Relevant points may include:</p> <ul style="list-style-type: none"> <li>• Despite the work of civil rights campaigners, the proliferation of Jim Crow Laws, in the years 1883–c1900, was a major setback for black Americans</li> <li>• Despite their lobbying efforts the NAACP and other campaign groups, largely due to the political power of the southern democrats, were notably unsuccessful in making the New Deal legislation less discriminatory</li> <li>• Key decisions of the Supreme Court, such as Plessy v Ferguson 1896, were more important than the role of civil rights campaigners in affecting the lives of black-Americans</li> <li>• The influence of presidents such as Kennedy in securing civil rights legislation was more important than the role of civil rights campaigners</li> <li>• Tension, and often confrontation, between civil rights campaigners, hindered rather than helped advance their cause as there was often disagreement as to what they were campaigning for</li> <li>• Socio-economic developments, wars and migrations to the north and west had a profound effect on changes to the lives of black Americans.</li> </ul> <p>Arguments and evidence opposing the statement should be analysed and evaluated. Relevant points may include:</p> <ul style="list-style-type: none"> <li>• Campaigners such as Booker T Washington played a vital role in advancing the education of black men in the late nineteenth century, e.g. founding the Tuskegee Institute</li> <li>• Civil rights groups, including the NAACP, had some success in persuading Roosevelt to introduce changes that ensured fairness in job opportunities for black Americans, e.g. Executive Order 8802</li> <li>• The role of Martin Luther King in promoting the message of non-violent, peaceful protest was crucial in turning civil rights protest into a national moral crusade</li> <li>• The civil rights campaign was significantly enhanced both nationally and internationally by King’s oratorical skills and effective media presence</li> <li>• Alternative methods of civil rights protest attracted significant support through the work of Malcolm X, the Nation of Islam and the Black Power movement.</li> </ul> <p>Other relevant material must be credited.</p>